

ARTS IMPACT TEACHER LESSON PLAN

Arts Discipline:		Dance	
Infused Discipline: (If applicable)		Music	
Grade Level:	3	Title:	Rounds in Dance and Music
		Author:	Cammy Anderson with Gary Reed at Rocky Ridge Elementary
Enduring Understanding:		Starting the same song/dance at specific, precise intervals while maintaining the same tempo between groups can create a round, either harmonious or rhythmic.	
Examples:		Video evidence on file Starts the song at specific intervals and continues to the end maintaining the same tempo.	Video evidence on file Starts the song at specific intervals and continues to the end maintaining the same tempo.
Target Learnings and Assessment Criteria			
Target:	Demonstrates <u>understanding of a round</u> .		
Criteria:	Uses <u>body percussion pattern in small groups, starting and continuing at a specific interval while maintaining the same tempo to the end</u> .		
Target:	Sings a <u>previously learned song in unison (which will later be used as a round)</u> .		
Criteria:	Starts the <u>same song in unison maintaining the same tempo to the end</u> .		
Target:	<u>Choreographs movements to accompany the song</u> .		
Criteria:	Creates a series of <u>non-locomotor movements synchronized with tempo</u> .		
Target:	<u>Memorizes movements with song</u> .		
Criteria:	In small groups, <u>practices performing movements in unison from recall</u> .		
Target:	Performs a <u>three-part round</u> .		
Criteria:	Starts the <u>same song with movements at specific, precise intervals while maintaining the same tempo between groups to the end</u> .		
Extension:			
Target:	Performs a three-part round as a full class in a circle.		
Criteria:	As part of a full-class circle, starts the <u>same song with movements at specific, precise intervals while maintaining the same tempo between groups to the end</u> .		
Instructional Strategies			
<u>Day 1:</u>			
1. Leads students in BrainDance warm-up. <u>Music:</u> Eric Chappelle, #10 "Oslo Walk" from <i>Music for Creative Dance, Volume IV</i> . <u>Prompts:</u> We'll use the BrainDance to warm up our bodies and make our brains work better at the same time. I'll be counting the beats of the patterns we do. <u>Breath:</u> Breathe in through the nose and out the mouth. (4 beats each) Repeat. <u>Tactile:</u> Rub hands. Tap body lightly from head to toe on the beat. Stomp feet. <u>Core-Distal:</u> Gradually increase the size of the breath, growing from the center of the body when you inhale, and shrinking when you exhale (4 beats each). <u>Head-Tail:</u> Curl the body forward from head to tailbone. Curl it backwards. Repeat forward and back from side-to-side several times (4 beats each). <u>Upper Half:</u> Stabilize the lower half of the body and only the top half dances. The top half of your body is in motion, while the lower half is frozen. Do each movement on the beat of the music.			

Lower Half: Stabilize the upper half of the body. Only the lower half dances, staying in one spot. The lower half of your body is in motion, while the upper half is frozen. Do each movement on the beat of the music.

Body-Half Right: Stabilize the left side of the body and only the right side dances for 8 beats.

Body-Half Left: Stabilize the right side of the body and only the left side dances for 8 beats.

Swing: Swing upper body up and down several times. Prompts: Up, down, up, down (2 beats each).

Cross-Lateral: Reach across the body with one hand and then the other. Repeat several times. Do the same with a foot. Repeat several times. Repeat hand cross-lateral movements and then foot cross-lateral movements (Movements on the beat).

Spin and Jump: Spin clockwise 4 beats. Stop and jump in place 4 beats. Repeat counterclockwise.

Breath: Breathe in through the nose and out the mouth. (4 beats each) Repeat.

2. **Asks the class to form a circle.** Teaches an 8-beat body percussion pattern—stomp twice, pat legs twice, clap twice, pat shoulders twice. Practices until proficient in unison.

Embedded Assessment: Criteria-based teacher reverse checklist

3. **Leads the 8-beat body percussion pattern in a round,** with four groups with each group starting two beats after the previous student and completing the entire phrase. Conducts from the middle of the circle. Introduces and defines vocabulary word "round." Prompts: Start at specific, precise intervals and maintain the same tempo to the end.

Embedded Assessment: Criteria-based self-assessment

4. **Reviews previously learned 32-beat song,** "I Love the Mountains." Leads body brainstorming using non-locomotor movement from BrainDance (tactile, upper body, lower body, cross-lateral). Using student ideas, guides creation of 4 patterns, 4 beats each, to accompany song. Practices until in unison as a whole class.

Embedded Assessment: Criteria-based teacher reverse checklist

Day 2:

1. **Leads students in BrainDance warm-up.** Music: Eric Chappelle, #10 "Oslo Walk" from *Music for Creative Dance, Volume IV*. Prompts: We'll use the BrainDance to warm up our bodies and make our brains work better at the same time. I'll be counting the beats of the patterns we do.

Breath: Breathe in through the nose and out the mouth. (4 beats each) Repeat.

Tactile: Rub hands. Tap body lightly from head to toe on the beat. Stomp feet.

Core-Distal: Gradually increase the size of the breath, growing from the center of the body when you inhale, and shrinking when you exhale. (4 beats each)

Head-Tail: Curl the body forward from head to tailbone. Curl it backwards. Repeat forward and back. from side-to-side several times (4 beats each).

Upper Half: Stabilize the lower half of the body and only the top half dances. The top half of your body is in motion, while the lower half is frozen. Do each movement on the beat of the music.

Lower Half: Stabilize the upper half of the body. Only the lower half dances, staying in one spot.

The lower half of your body is in motion, while the upper half is frozen. Do each movement on the beat of the music.

Body-Half Right: Stabilize the left side of the body and only the right side dances for 8 beats.

Body-Half Left: Stabilize the right side of the body and only the left side dances for 8 beats.

Swing: Swing upper body up and down several times. Prompts: Up, down, up, down (2 beats each).

Cross-Lateral: Reach across the body with one hand and then the other. Repeat several times. Do the same with a foot. Repeat several times. Repeat hand cross-lateral movements and then foot cross-lateral movements (movements on the beat).

Spin and Jump: Spin clockwise 4 beats. Stop and jump in place 4 beats. Repeat counterclockwise.

Breath: Breathe in through the nose and out the mouth (4 beats each) Repeat.

2. As a full class, **reviews previously learned 32-beat song,** "I Love the Mountains" with choreographed movement pattern. Divides students into three groups, and asks each group to practice the song and movement in unison, standing in a circle. To create a round, asks each group to start the

song and movement at a different time and continue to the end. Repeat 2 additional times, letting each group enter first, second, and third. *Prompts: Start at specific, precise intervals and maintain the same tempo to the end.*

Embedded Assessment: Criteria-based group assessment

EXTENSION

Asks students to stand by group in a full-class circle. **Asks each group to start the song and movement at a different time and continue to the end.** Repeats 2 additional times, letting each group enter first, second, and third. *Prompt: Remember, starting the same song/dance at specific, precise intervals while maintaining the same tempo between groups can create a harmonious round.*

Embedded Assessment: Criteria-based teacher reverse checklist

Vocabulary	Resources: Performance	Classroom, Performing Arts Materials	WA Essential Learnings
<ul style="list-style-type: none"> • beat • interval • non-locomotor • pattern • round • tempo 	<i>Peking Acrobats</i> at Broadway Center for the Performing Arts, Tacoma, WA	<ul style="list-style-type: none"> • Music CD 	AEL 1.1 concepts:
	Scheduled Study Visit: <i>Peking Acrobats</i> at Broadway Center for the Performing Arts, Tacoma, WA January 12, 2009		<ul style="list-style-type: none"> • self space/non-locomotor
	AEL 1.2 skills and techniques:		
	<ul style="list-style-type: none"> • non-locomotor pattern 		
	AEL 2.1: creates:		
	<ul style="list-style-type: none"> • pattern for choreography 		
	Music Essential Learnings 1.1 and 1.2		
<ul style="list-style-type: none"> • beat • interval • round • tempo 			

Arts Discipline:		Dance					
Infused Discipline:		Music					
Grade Level:	3	Title: Rounds in Dance and Music					
		Author: Cammy Anderson with Gary Reed at Rocky Ridge Elementary					
Students	MUSIC Round		DANCE Nonlocomotor	DANCE Memorization	DANCE and MUSIC Round		Total Points 6
	Uses body percussion pattern in a circle, starting and continuing at a specific interval while maintaining the same tempo to the end	Starts the same song in unison while maintaining the same tempo to the end	Creates a series of non-locomotor movements synchronized with tempo	In small groups, practices performing movements in unison from recall	Starts the same song with movements at specific, precise intervals while maintaining the same tempo between groups to the end	EXTENSION As part of a full-class circle, starts the same song with movements at specific, precise intervals while maintaining the same tempo between groups to the end	
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25.							
Total							
Percentage							

Teacher Comments	
Were there any students especially challenged by concepts in the lesson; what instructional strategies helped these students?	
Were there lesson dynamics that helped or hindered learning?	
What classroom management techniques supported student learning?	
Other comments:	
Family Communication:	Students started the same song/dance at specific, precise intervals while maintaining the same tempo between groups to create a harmonious round. They combined music and dance nonlocomotor movements.